

Implementing MBI After the Summer Institute: Systems, Systems, Systems

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*OSEP Center on Positive Behavioral
Interventions and Supports*

Key

Build parallel systemic processes

- Provide school/district teams with a **process** to address the presenting challenge (e.g., problem behavior, drop out, learning to read)
- Develop a parallel **process** for district/state to support school implementation and continue to expand with integrity (*Blue Print* Leadership Team)

Scaling Up

- Does not simply equal more schools or every school within a district/region/state
- Outcome = increasing school's adoption and sustained use of evidence-based practices with integrity that lead to improved academic and social outcomes for students with accompanying organizational supports to allow replication

Recommendations on Promoting New Initiatives

New initiatives should be adopted with:

1. Formal assessment of how they may or may not connect with other initiatives
2. Documented evidence of effectiveness
3. Well defined and relevant outcome indicators
4. Mechanism for assessing and evaluating their fidelity of treatment

(Adelman & Taylor, 2003)

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- Best evidence documents what doesn't work:
 - Information dissemination alone
 - Training by itself

Research Findings on Scaling Up

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 70)

- What does work
 - *Long term, multi-level approaches*
 - *Skills-based training*
 - *Practice-based coaching*
 - *Practitioner performance-feedback*
 - *Program evaluation*
 - *Facilitative administrative practices*
 - *Methods for systems intervention*

Recommendations

(Fixsen, Naoom, Blase, Friedman, & Wallace, 2005, p. 77)

- Develop partnerships with skilled researchers
- Establish a community of practices at implementation sites
- Share lessons learned across functional purveyor teams from different programs

School-wide Positive Behavior Support / Montana Behavior Initiative

Toward a Solution

The answer is not the invention of new solutions, but the enhancement of the school's organizational capacity to:

- Accurately adopt and efficiently sustain their use of research-validated practices
- Provide a Seamless continuum of behavioral and academic support for all students
- Be part of a district wide system of behavior support
- Increased focus, teacher training, community training, and funding for early intervention

School-wide Positive Behavior Support

SW-PBS is a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior

OSEP Center on PBIS

Core Features of SW-PBS/MBI Relative to Scaling Up

1. Establishment of local implementation capacity
2. Continuous self-assessment
3. Evaluation and integration of multiple behavior-related initiatives
4. A commitment to long-term effort

(Sugai, Horner, & McIntosh, in press)

SW-PBS / MBI Essential Features

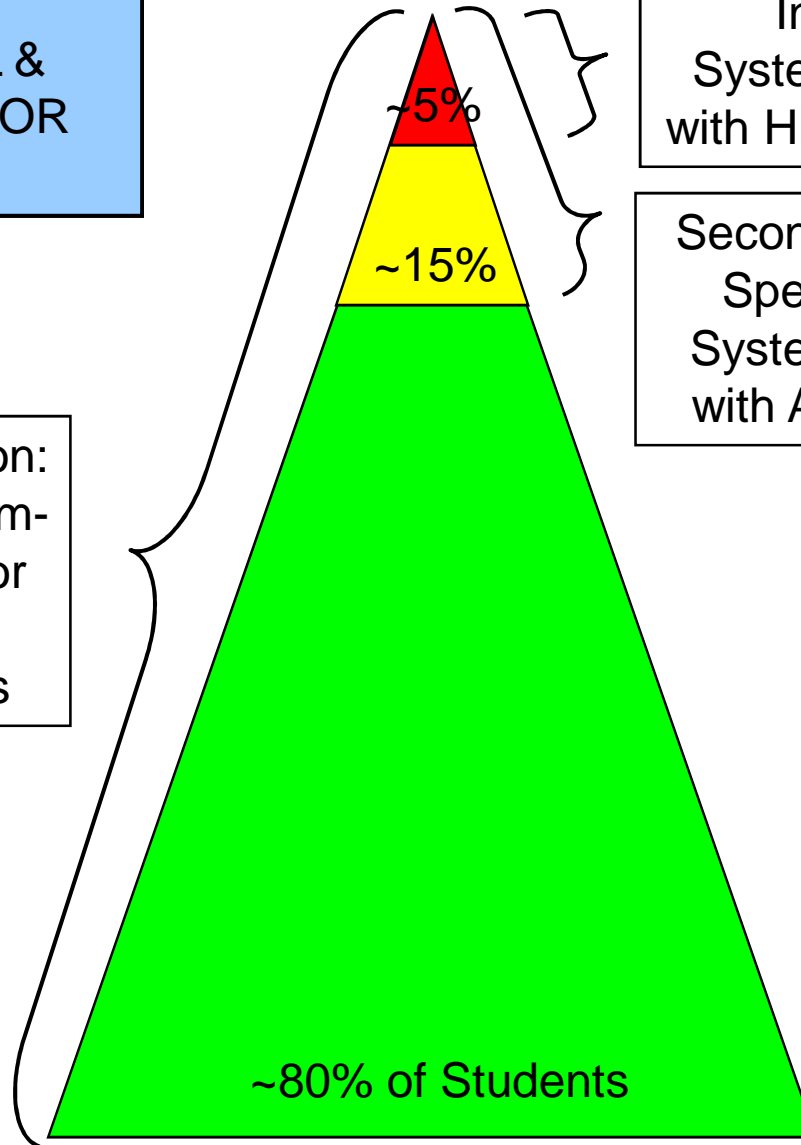
- Incorporate best practice in professional development and system change (**Teams**)
- Emphasizes the use of **assessment** information to guide intervention and management decisions (EBS Survey, SWIS, MBI Blueprint)
- Focus on increasing the **contextual fit** between problem context and what we know works
- Focus on establishing school environments that support **long term** success of effective practices {3-5 years}

SW-PBS / MBI Essential Features

- Efforts **tie into** district/state/national goals
- Expectations for student behavior are defined by a building based team with all staff input
- Behavioral support is implemented consistently by staff and administration through an instructional approach (Teach & Practice)
- Student behavior is monitored and **staff receive regular feedback**
- Positive Behavioral Support strategies are designed to meet the needs of **all students**

CONTINUUM OF
SCHOOL-WIDE
INSTRUCTIONAL &
POSITIVE BEHAVIOR
SUPPORT

Primary Prevention:
School-/Classroom-
Wide Systems for
All Students,
Staff, & Settings



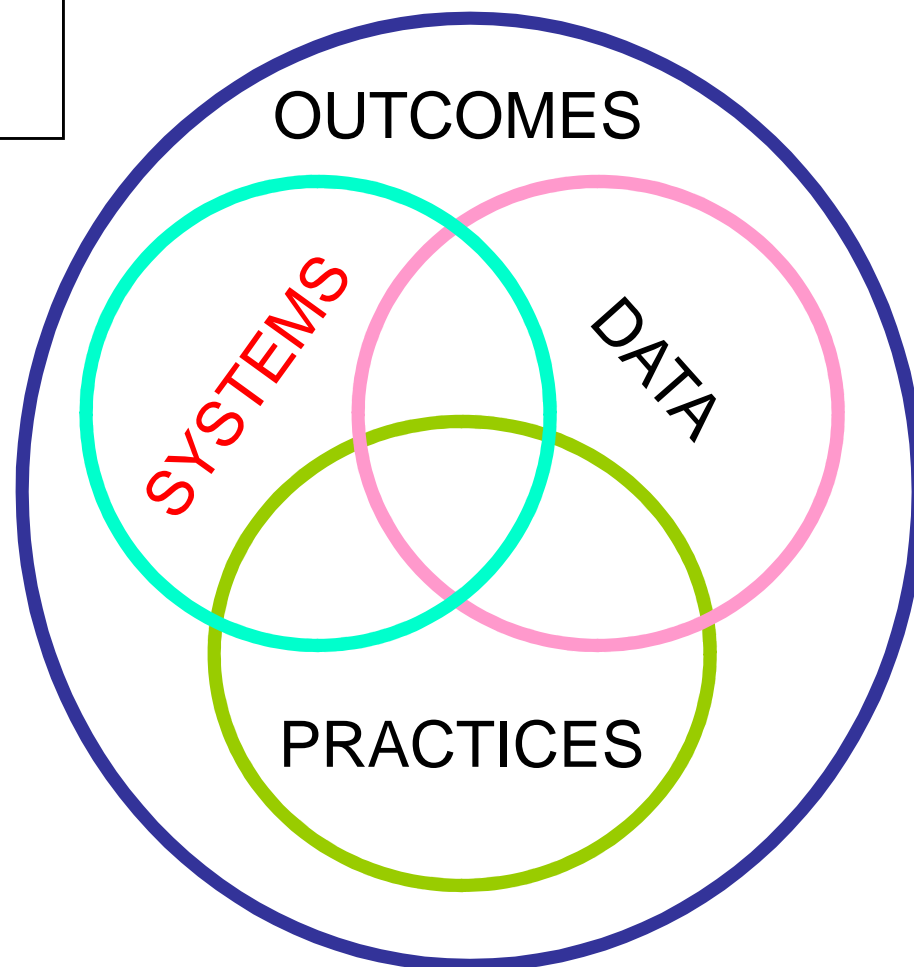
Tertiary Prevention:
Specialized
Individualized
Systems for Students
with High-Risk Behavior

Secondary Prevention:
Specialized Group
Systems for Students
with At-Risk Behavior

SW-Positive
Behavior
Support

Social Competence &
Academic Achievement

Supporting
Staff Behavior



Supporting
Decision
Making

Supporting
Student Behavior

Systems at the School Level

- Processes to implement and maintain research-based practices to address problem behavior.
- Providing a process to support adults:
Changing adult behavior to change student behavior

Keep in mind....

- *The organization does not behave. Individuals within the organization engage in behaviors.*
- *An organization is a group of individuals who behave together to achieve a common goal.*
- ***Systems are needed** to support the collective use of best practices by individuals within the organization* (Horner, 2001)

On school reform...

“...attempts to reform education will make little difference until reformers understand that schools must exist as much for teachers as for student. Put another way, schools will be successful in nurturing the intellectual, social, and moral development of children only to the extent that they also nurture such development of teachers”

(Kauffman, 1993, p. 7)

Professional Development

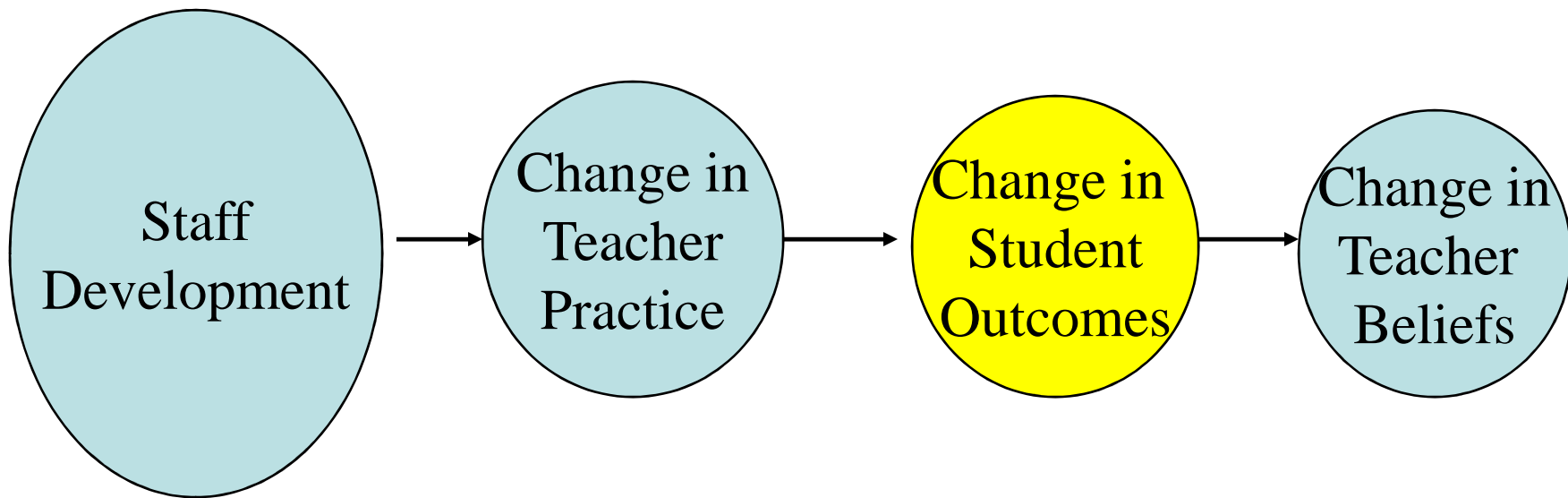
“How can we construct a culture of support for research-based practices in education?” (Kauffman, 1996, p. 59)

Most Professional Development

Guskey (1986, 2000)

- Nearly every major work on the topic of staff development has emphasized the **failings of these efforts**.
- *Majority of staff development fail to consider two factors: "What motivates teachers to engage in staff development, and the process by which change in teachers typically take place" (p. 6).*
- Considerations:
 - Change is a slow, difficult, gradual process for teachers;
 - Teachers need to receive regular feedback on student learning outcomes; and
 - Continued support and follow-up are necessary after initial training.

Changing Staff Behavior



A Model of the Process of Teacher Change

Guskey, 1986

Systems at The District / State Level

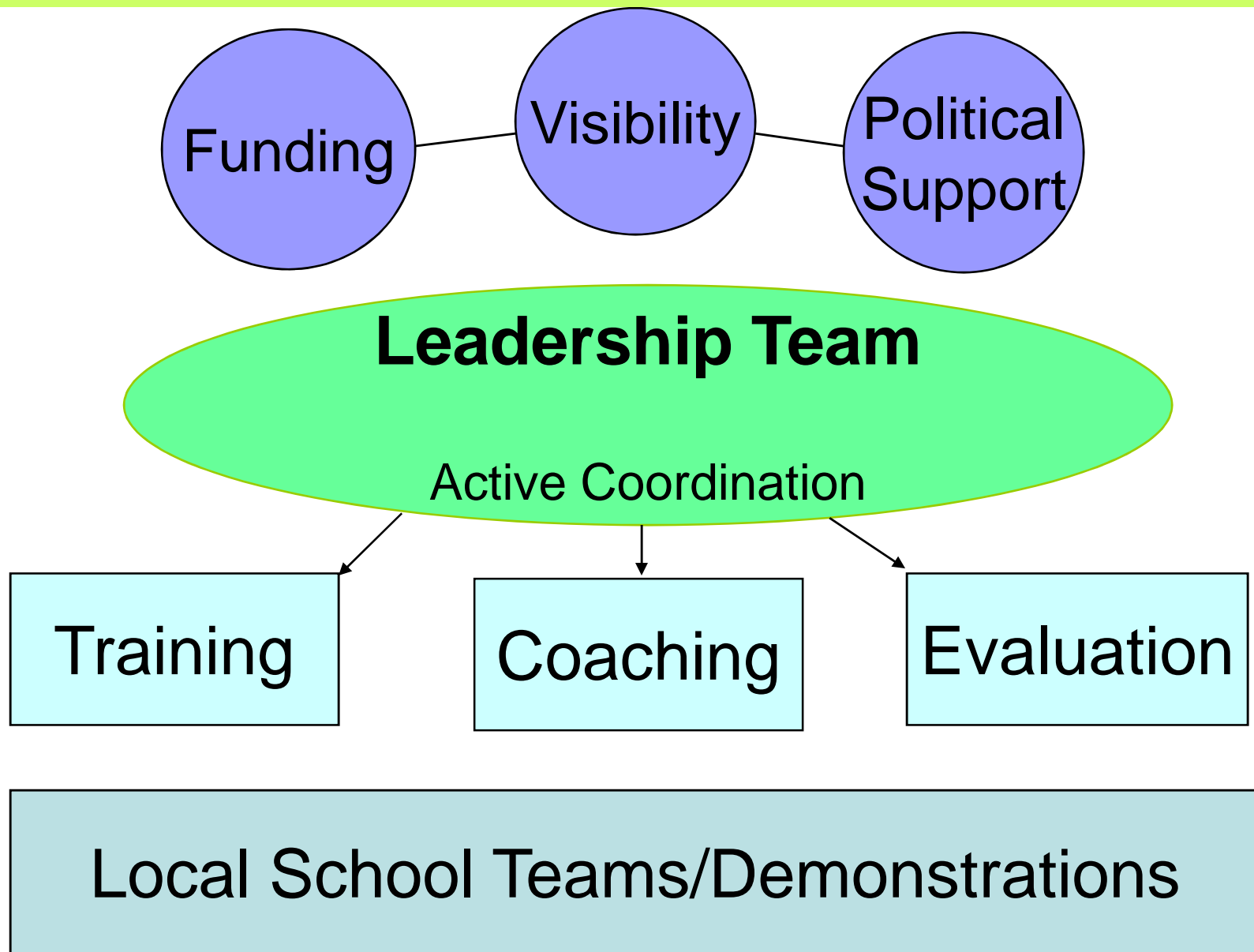
Parallel Process to Support School
Implementation

Going to Scale

- Adoption
 - Model sites with clear need
- Demonstration
 - Implementation across schools within district with existing resources
- Elaboration
 - Replication across school sites with documented outcomes
- System adoption
 - Codify policy, secure funding streams





(Sugai, Horner, & McIntosh, in press)

PBS/MBI Systems Implementation Logic



A School Example

Learning to go to scale

Halls Ferry Elementary School				
YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
High Five Approach - school wide social skill lessons Central Data System Produced school-wide expectations video Cafeteria routine and lessons				
<div>  Universal School-wide Systems  Secondary / Targeted Group  Tertiary / Individual Student  District Level Systems </div>	Playground routine and lessons Produced bathroom expectations & routines video Produced indoor recess expectation & routines video			
	Newcomer's Club Study Skills - Homework Support			
		Social Skills Club		
		FBA Training Coaches Training		
		Present to Board	Mentoring Champs Theater	
			District wide web based data system District level leadership team District level collaborative team District wide networking system	
			Classroom Bus expectations	
			Function-Based Student Support Team	

An Essential Component

The Building Principal

Do Principals Make a Difference?

- All staff rate principals leadership with respect to managing behavior as important
- Statistically significant differences between SW-PBS and non-SW-PBS schools on staffs' perceptions of:
 - Principals involvement related to behavior management
 - **Overall effectiveness** of behavior supports
 - **Job satisfaction**

A District Example

Columbia Public Schools

CPS Background

- 18 Elementary Schools, 3 Middle Schools, 3 Junior High Schools, 2 High Schools, One Alternative HS, Voc-Tech High School, and an Alternative School for Behavioral Issues
- Started SW-PBS at a few schools through research projects in 1997
- District-wide in 2004-05
- Half time District Coordinator and two full time PBS facilitators

CPS District Leadership Team

- Director of Student Services
- Director of Special Education
- Assistant Superintendent for Curriculum
- Director of Secondary Education
- Director of Elementary Education
- Professional Development Coordinator
- Building Principals from elementary and secondary schools
- Classroom teacher
- School Psychologist Coordinator
- Guidance Counselor
- University Researcher

District Leadership Team Meetings

Quarterly

- Present data on progress toward goals
- Action plan item updates and additions

Annually

- Conduct leadership team evaluation
- Revisit action plans
- Reports to key stakeholders

Key District Activities

- Professional development for ALL district personnel
- Monthly “**Building Level Coach**” meetings
- On-site technical assistance to school **teams**
- Material development and dissemination
- **Formative evaluation** of progress (multiple data points)
- Reports to district leadership and school board
- **Connection** between district SW-PBS initiative with larger District Improvement Plan

CPS District Action Plan

Goals	Tasks	Evaluation Measure	Timeline	Responsible Party
2. Provide Professional Development	1. Conduct monthly coaches workshops	1) log of CPS PBS professional development 2) coaches self assessment	1) annually in June 2) semi-annually	CPS PBS facilitators
	2. Conduct team workshops four times per year	1) log of CPS PBS professional development 2) Team Check-up 3) Team products (e.g., matrix, lesson plans) 4) Team process integrity checks (i.e., action plans, agenda and mtg notes) 5) Office referrals (SWIS) 6) PD evaluations	1) annually in June 2) December, May 3) December, May 4) Monthly 5) Monthly 6) Monthly	CPS PBS facilitators
	3. Conduct PBS Awareness workshops to building personnel (all employees in districts)	1) log of CPS PBS professional development	1) annually in June	CPS PBS facilitators
	5. Provide Technical Assistance to schools	1) district school wide PBS reporting checklist	1) annually in June	CPS PBS facilitators
	7. Meet with district academic coordinators to discuss connect points	1) copies of meeting minutes and action steps	TBD	CPS PBS facilitators; Academic coordinators

Alignment of Missouri State Improvement Plan, CPS District Improvement Plan and SW-PBS

MSIP Goal	Objective	Strategy	District PBS Action Plan	School-wide PBS Implementation		
				Practices	Systems	Data
Increase Student Achievement	Reduce drop out rate to 4% or less	1. Building plan will include: Step 1: monitor data on students who are likely to drop out. Step 2: professional development 2. District develop programs regarding drugs and violence Step 1: identify needs Step 2: student activities, supports and education	Goal 2: tasks 1, 2, 4, 5 & 6			
			Goal 3: tasks 1, 3 & 4			
			Goal 2: tasks 1, 2, 5, & 6			
			Goal 3: tasks 1, 3 & 4			

District Leadership Team

District PBS Coordinator

“Coaches”/ Facilitators
External & Internal

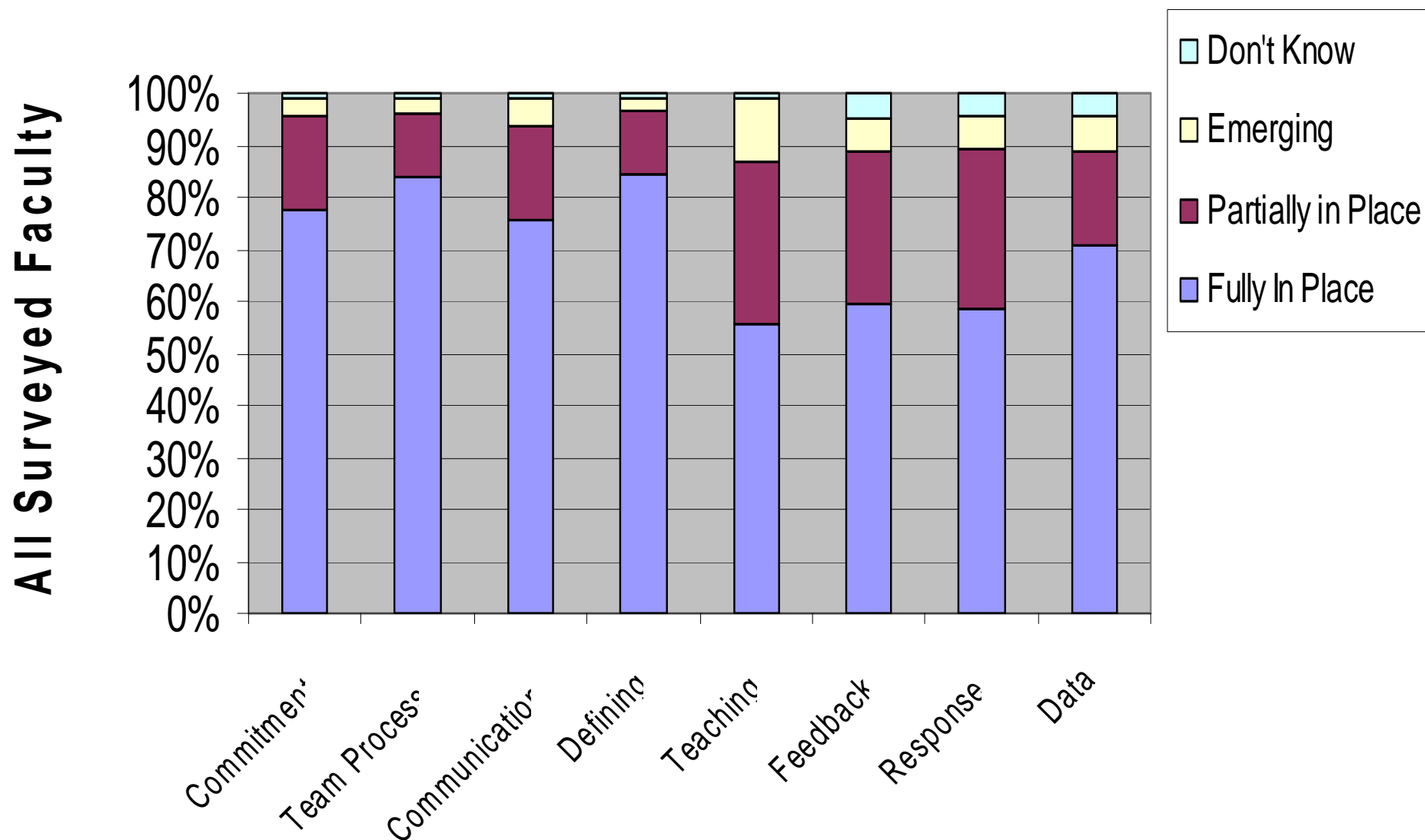
School Teams

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graph TD; A[District Leadership Team] --> B[District PBS Coordinator]; B --> C["“Coaches”/ Facilitators  
External & Internal"]; C --> D[School Teams];
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The diagram is a vertical organizational chart with four yellow rounded rectangular boxes. The top box is 'District Leadership Team'. A vertical line connects it to the second box, 'District PBS Coordinator'. Another vertical line connects the second box to the third box, which contains two lines of text: '“Coaches”/ Facilitators' and 'External & Internal'. From the bottom of the third box, a line extends downwards and then turns to the right, connecting to the fourth box, 'School Teams'.

2005-06	2006-07	2007-08
Timeline		<i>Focus on Positive Behavior Support Schoolwide Essential Features:</i> • <i>Response to Problem Behaviors</i> <i>Focus on Positive Behavior Support:</i> • <i>Classroom Universals</i>
	Focus on Positive Behavior Support Schoolwide Essential Features: •Teaching and Performance Feedback	
	Professional Development and Technical Assistance for: •Substitutes / Student Teachers / Home School Communicators / Instructional Aides	
	Coordinate with District Initiatives • Assessment for Learning • Great Expectations!	
Establish and Maintain District Leadership Team		
Focus on Positive Behavior Support Schoolwide Essential Features: •Commitment (Buy-in) •Team Process •Define Rules, Routines and Procedures •Data Systems (SWIS, eSchool)		
Provide Professional Development and Technical Assistance for: •Building Positive Behavior Support Coaches and Teams as well as Individual Buildings •District Personnel During August District Curriculum Day •New Teachers •Playground and Cafeteria supervisors / Bus drivers /Adventure Club Personnel		
Develop and Maintain Columbia Public School Positive Behavior Support Website		
Conduct Formative Assessment for Individual Schools and District		

Positive Behavior Support Implementation Survey - Spring 2006



A State Example

Missouri Positive Behavior Support

Background

- 1999-2000 started a state-wide Initiative in SW-PBS using SIG funds
- Directive from state leadership = develop a cadre of trainers using a trainer-of-trainer format to train at the school level
- Schools competed for small grants to apply for training
- Three modules developed with materials for school teams, and trainer notes, to train teams in four different regional venues
- Trained 87 schools and 45 trainers in 5 years (524 districts in the state of Missouri)
- Outcome=

New Direction 2006

- District became the “unit of analysis”
 - Superintendent must sign off to participate
 - Application includes what local resources will be dedicated
 - Districts must commit to quarterly data reporting
- Hired a State PBS coordinator
- Hired full-time PBS facilitators in the Regional Professional Development Centers
 - Awareness/overview sessions
 - TA to district leadership team
- Hired three full-time PBS facilitators w/ expertise at the small group/ individual level
- Annual summer institute for new team training and returning team skill building

Another State Example

Montana

- Team training and support
- Regional MBI consultants
- Summer Institute focused on skill building mapped to school team needs

OSEP Center on Positive Behavior Interventions & Supports

Applying lessons learned & best
practice to guide Center activities

(7000+ schools / 43 States)

Center on PBIS

- Promote a school-based **process** with essential features allowing for adaptation at the local level (*Blue Print*)
- **Training and TA** at the District/State level to build local capacity (limited school training except to provide exemplars)
- **Process** for District/State to support local school implementation
 - Blueprint
 - Coaches (internal & external)
- **Connect** researchers, policy makers, resource centers, families, and practioners through “communities of practice”
 - Virtually through the web -- pbis.org
 - At the state level -- Center partners
 - Fall Forum in Chicago -- Information plus model process

OSEP Technical Assistance Center On
**Positive Behavioral
Interventions & Supports**

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PBS Topics

School-Wide PBS

Primary

Secondary

Tertiary

District-Wide PBS

State-Wide PBS

High school PBS

Families & PBS

PBS & the Law



Welcome to the
National Technical Assistance Center on
Positive Behavioral Interventions and Supports (PBIS)



About the Center

The Center has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting, and sustaining effective school-wide disciplinary practices.

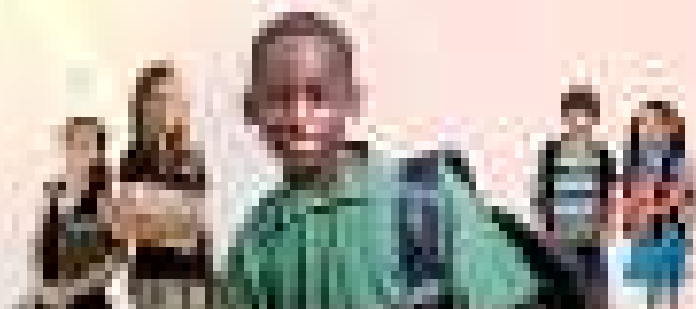
- ♦ [PBIS Goals](#)
- ♦ [Partners](#)

What's New

Welcome to the new www.pbis.org website. For those of you who used our previous site and are looking for a particular article, you will most likely find it in the Online Library section. Please look around the new site using the navigation bars that run horizontally and vertically on the front page. All yellow arrows will return you to the top of the page and the home button will return you to the home page. If you have any problems with the website, please email [Laura Riffel](#).

Save this Date

October 30-31, 2008



West Virginia Office

Education, Inc.

Schoolwide Positive Behavior Support

Integrated Systems for ALL Students

2008 National Forum for Implementation of School Wide PBS

Presented by the National PBS Implementation Center

For more information, visit www.pbis.org



Center on
Positive
Behavioral
Intervention
& Support

Enhancing School-Wide Interventions

Key

- Provide school/district teams with a **process** (*data, practice, systems*) to address the presenting challenge (e.g., problem behavior, drop out)
- Develop a parallel **process** for districts/states to support school implementation and continue to expand with integrity (*Blue Print*- Leadership Team)

MBI Summer 2008

Session Selection

- New Teams (Elementary & Secondary)
 - Introduction to MB, Creating School-wide Positive Discipline Plans, & Family Engagement
- Returning Teams
 - Advanced
 - RtI
 - Early childhood/Early elementary

Summer Institute Planning Map

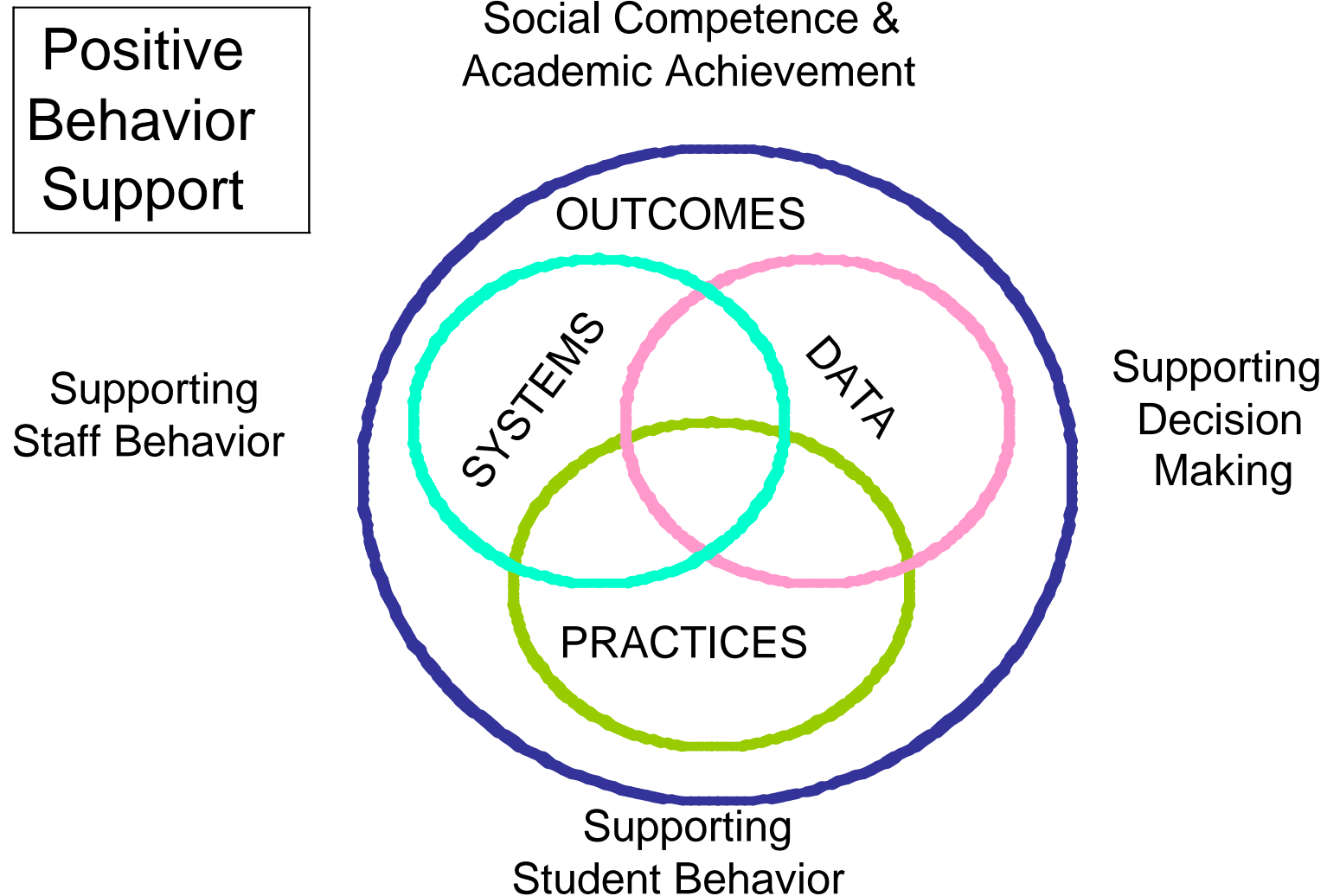
1. Review your team's current MBI Status: “Action Plan Self Assessment”
 - MBI Blueprint
2. Select a member of your team to attend & participate in selected topical breakout sessions
3. At each team sharing session, team members will report on what they learned to enhance your action plan

Current Status

Current implementation activities:

1. Outcome data to measure progress?
2. Fidelity?
3. Progress?
4. Priority?

During the Session



Debrief / Planning Time

- Practices
 - Research based
 - Objective/outcome of practice & how it relates to school goals
 - Stake holder input

Debrief / Planning Time

- Systems
 - Allocate/reallocate resources
 - Develop process/model and forms (adult & student)
 - Training for all school staff
 - Information dissemination
 - On-going support (adult & students)
 - Develop formative evaluation process (student outcomes, adult use, success and barriers)
 - Provide frequent positive & instructional feedback to staff

Debrief / Planning Time

- Data
 - Match practice selection to current identified need
 - Evaluation of implementation integrity
 - Evaluation of practice on student outcome

Action Plan

- What Learned
- What do we want to accomplish
- How can we accomplish
- When and Who

Your Task Now

- Complete the “Leadership Team Action Planning Worksheet”
- Identify times you will meet across the week to debrief
- Identify a time to complete the Action Planning Worksheet with names and dates attached to key items